



Leading Managers

A GUIDE TO MANAGEMENT
DEVELOPMENT IN THE
VOLUNTARY SECTOR



About the VSNTO

Established in December 1997, the Voluntary Sector National Training Organisation (VSNTO) is part of a national network of 73 National Training Organisations covering 93% of the workforce.

Dedicated to the voluntary and community sector in England, Wales and Scotland, the VSNTO aims to enhance the effectiveness of voluntary organisations by ensuring that paid staff, volunteers, management committee members and trustees have access to relevant training and development opportunities.

As part of its Management Development Strategy for 2000-3, the VSNTO has been working to identify management development needs in the voluntary sector, for both paid staff and volunteers, across Great Britain.

About this guide

This guide to management development in the voluntary sector builds on the work done by the VSNTO to identify the management development needs of the sector.

It aims to promote the development of effective management in voluntary organisations – particularly small and medium-sized ones, which form the majority of the sector.

The guide also aims to help paid and unpaid staff in the sector take the first step in their own development as managers.

It sets out

- the context for management development in the voluntary sector
- the main competences required for successful management
- a range of different learning techniques (both formal and informal) to help master these competences
- some quality assurance models and standards which can provide a framework for management development sources of further information and help.

About the voluntary sector

Voluntary organisations are an increasingly significant force in our society.

In 1999 there were around 186,000 active registered charities in the UK, together with many other non-registered organisations. Estimates put the number of voluntary organisations in Wales at roughly 25,000, with over 44,000 in Scotland.

The voluntary sector is incredibly diverse and complex. Voluntary organisations are involved in activities as various as delivering social care, health promotion, economic regeneration, recreation, campaigning – and many more. They are active at all levels of society, from local neighbourhoods to UK-wide. Some have an income of tens of millions of pounds – but the majority have a budget of under £10,000 a year.

The sector is estimated to employ 512,000 paid staff. The National Centre for Volunteering estimates over 21.8 million adults volunteer in the UK, with 10 million volunteering each week. Looking at the whole economy, the voluntary sector accounts for 1.89% of UK gross domestic product and around 2.2% of employment (1998 figures).

Despite a rapid growth in paid staff in the 1990s (particularly in welfare, community and youth work) most voluntary organisations have no paid employees. Of those that do, over a third employ fewer than nine, and over half fewer than twenty-five, including many part-time.

"Historically the sector has at least four separate roots: philanthropy and the desire to help people who are 'less fortunate'; enhancing local communities through mutual aid and self help; the desire to improve conditions through political and economic action; and the simple reality of shared interests. The debate about exactly what the voluntary sector is, what it should be called and which organisations are 'proper' voluntary organisations will continue. In the meantime, they need to be managed."
*Sandy Adirondack, **Just About Managing?, LVSC***

The voluntary sector and its management needs

Management needs

Since most voluntary organisations have few paid staff, most have some similarities with small businesses. For example, managers deal with a wide range of day-to-day activities, structures are informal, few staff have management qualifications and there is little time for training.

But voluntary organisations of all types share management needs distinct from those in other sectors. Particular challenges are:

- putting organisational values and mission (including equal opportunities) into practice
- involving users
- working with volunteers
- working with management committees
- some aspects of managing paid staff (eg: staff turnover, low pay, managing at a distance, influence and leadership, motivational skills)
- a lack of resources for training and development
- the constant challenge of fundraising – particularly for core costs
- communicating a clear, positive image (including campaign messages) to a range of audiences
- increasing partnership working and networking within the sector and with other sectors
- applying quality assurance and monitoring systems.

The skills gap

According to VSNTTO research¹, voluntary sector managers feel that recruiting and retaining (paid or unpaid) people with the right skills, attracting funding, and the effective delivery of services are the most critical factors for an organisation's success.

But two out of five voluntary organisations surveyed report a gap between their employees' current skills and those they need to do their job efficiently. This is particularly true of those in managerial and specialist technical roles.

The main managerial skills felt to be lacking are:

- understanding how IT can best be used
- planning and forward thinking
- managing internal and external change
- monitoring and evaluation
- managing volunteers.

Other technical skills gaps are:

- various aspects of fundraising
- promotion and publicity
- basic IT skills.

The future

These pressures are only likely to become more acute in future, as voluntary organisations struggle to cope with:

- changing Government regulations and growing expectations from statutory agencies
- increasing cross-sectoral partnership working
- a more competitive funding regime, with larger voluntary organisations taking a bigger slice of the cake, and with even more emphasis on project funding
- growing pressure to demonstrate effective outcomes through financial reporting, service monitoring and quality standards
- competition from booming service industries to recruit skilled professional staff
- rapidly developing information and communication technology
- increasingly complex needs among users – who also have higher expectations
- audiences used to ever more sophisticated marketing and PR.

Bridging the skills gap

Voluntary organisations can only meet present and future management needs by attracting – and keeping – effective people.

A management development strategy plays a vital part in this because it demonstrates an organisation's commitment to its paid and unpaid staff. It can help an organisation bridge its skills gap by:

- identifying future training needs
- linking needs into an overall plan
- helping people develop a range of competences
- helping spread an understanding of good management
- building clarity about roles, priorities and procedures
- demonstrating a commitment to quality management – and thus helping unlock new resources
- encouraging volunteers and users to contribute to the running of an organisation.

'The way we treat staff is as important as the way we treat the people we are supporting and there's got to be a congruence.'

Chief Executive of a Scottish voluntary organisation.

Management development and why it matters

What is ‘management development’?

‘Management development’ is a structured process to help an organisation achieve its mission by ensuring it is managed effectively. The management development process should form part of a wider organisational development strategy.

The process should focus on building individuals’ skills through a range of formal and informal learning activities. It thus links professional and personal development directly to meeting organisational aims.

But ‘management development’ is not just about building individuals’ skills. Effective management can only happen if the culture, systems and structures of an organisation are working well. These in turn depend on staff displaying certain key attitudes or behaviours (such as flexibility, collaboration or inclusivity).

Not just ‘managers’

Management development is not just about developing people called ‘managers’. Effective management involves a range of stakeholders – who all have a stake in the proper running of an organisation. All play a role in developing the culture, attitude and processes which value and support effective management. This is particularly true in organisations with no, or few, paid staff.

Management committees can help by:

- showing they value effective management
- regularly reviewing and acting on their own training needs
- ensuring that paid and unpaid staff receive regular, high-quality supervision and appraisals
- encouraging on- and off-the-job training
- if funds permit, setting a training budget.

Volunteers can help by ensuring:

- they are effectively inducted
- their development needs are regularly reviewed and that they take part in training
- they are regularly supervised and appraised
- they abide by agreed procedures.

Funders can promote effective management by:

- encouraging the use of appropriate quality systems and measures
- gathering data on management practice
- funding management development activities.

Service-users can contribute by:

- insisting their views are regularly gathered
- ensuring that opportunities for greater involvement are offered – and acting on them!

So what’s stopping us?

VSNTO research in Wales² showed that, while 67% of those surveyed felt management development was a priority for their organisation, only 32% of respondents had a strategy for delivering it.

Given the challenges facing the sector, why do so many voluntary organisations fail to invest adequately in their people? The main reasons quoted are:

- lack of funding
- pressure of work
- low priority
- lack of appropriate training provision
- management committees fail to give a lead.

‘there is a reluctance to invest in "management" as it isn’t perceived as core service – but of course without the "management" the core may not get delivered’.’ (Manager in Welsh voluntary agency)

Keep it simple

But a management development process need not be hugely complicated, costly or time-consuming. Carrying out a simple list of key actions, reviewing how they went and then planning some follow-up steps may be a good way of starting out.

If you only do three things once you’ve read this guide, we suggest:

- 1 With your manager, a Management Committee member or another colleague, identify your own **top three** development priorities within your job. You could use the checklist of essential management skills below. Plan realistic actions that you will take to achieve that development over the **next six months**.
- 2 Choose one of the quality frameworks which support management development (see below) and consider how it can be applied to your organisation.
- 3 Try out **one technique** for boosting your management skills (see below).

Frameworks which support management development

Fortunately, most of the work of mapping 'good management' has already been done. A number of quality frameworks also exist which can be used to identify key competences for managers.

Given the diversity and particular challenges of the sector, no single model is universally suitable. Those most useful for management development are introduced below.

Most of these frameworks were developed outside the voluntary sector and will need to be adapted. Some are better suited to complex, larger organisations. Some may feel burdensome when resources are scarce. For these reasons, it is important to clarify what you hope to achieve by using a particular model, and whether you want external accreditation. If you are hoping to use it simply as an internal checklist for management development, any model can be adapted to meet your own circumstances and needs. (Where to get more information on each model is given at the end of this guide.)

Management Standards

Formerly known as Management Charter Initiative Standards, these standards focus purely on management development and provide nationally-recognised benchmarks for managers. The standards take an NVQ/SVQ competence-based approach. Seven management 'key roles' are broken into 'units of competence', each of which is further divided into 'performance criteria'. The competences are generic and need adapting for the voluntary sector. The NVQ/SVQ approach can be time-consuming and over-detailed for smaller organisations – but the competences provide an excellent blueprint for any management development process. Achievement of the standards can be assessed externally; individuals can be awarded NVQ/SVQ Level 3, 4 or 5.

SFEDI (Small Firms Enterprise Development Initiative) standards

SFEDI has devised management standards for 'owner managers' of small businesses. Based on competence 'units', these are broken into performance criteria measuring knowledge and skills. The standards can be used to build management development programmes, as checklists to deal with specific situations or as a diagnostic tool for a whole organisation. The VSNTD is considering work to adapt and develop the standards for use by voluntary organisations. Individuals attaining the required standards can be awarded NVQ/SVQ at levels 3 or 4.

'We need to examine what quality measures we should have - what we are here for and how we will measure our work. It is an internal thing, because we are the ones who know best what we are trying to do.' Voluntary organisation manager

The Big Picture

The Big Picture quality improvement framework was developed in 1999 by voluntary organisations in Scotland for use in the voluntary sector. A recent evaluation showed the framework being used by a wide range of organisations for a variety of purposes including organisational reviews, forward planning and evaluation and monitoring of specific projects and services.

The framework breaks down the process of quality improvement into a stage-by-stage self-assessment framework which makes it easier for small organisations to use. A Peer Support network called Critical Friends also exists to provide organisations with mentoring in using the process. A 2-year development phase is currently underway to explore accreditation and mapping against other models.

The Excellence Model

A self-assessment framework developed by the British Quality Foundation for continuous improvement across an organisation, the Model is based on nine elements (five 'enablers' and four 'results'). The 'people management' element is specially useful for management development. The Model can be used by organisations of all sizes but will need adapting for the voluntary sector. The Model can involve external assessment and may lead to a UK Quality Award.

Investors in People (IiP) standard

IiP provides a standard for improving an organisation's effectiveness through its people. It is based on four principles (commitment to invest in people, planning to develop skills, action to develop skills, evaluation). IiP has been widely used in the voluntary sector. The standard includes clear indicators for management activities such as communication, induction, effectiveness, etc. The award is made after assessment by a local Learning & Skills Council /local enterprise company and involves key stakeholders. Completing the award process may take up to two years. The process may involve significant indirect costs (for example – time). If successful, the organisation may use the 'Investor in People' logo.

PQASSO (Practical Quality Assurance System for Small Organisations)

Aimed specifically at promoting the excellent running of small voluntary organisations or projects, PQASSO sets out 16 key 'quality areas'. Each quality area can be assessed at three levels – from basic to advanced – using a workpack format. Stakeholders are involved in the process. The system can easily be adapted to an organisation's needs and available resources. PQASSO covers the whole organisation; only some elements relate directly to developing personal management skills. There is no external assessment or accreditation – PQASSO encourages continuous review and improvement.

A checklist of essential management skills

This checklist sets out the main competences needed by effective managers and management committee members, presented in the form of a simple self-assessment questionnaire. This is not intended as a comprehensive list of management skills, but rather as a tool to show which broad areas of your experience you perhaps feel least confident about.

The checklist groups management competences into eight key areas, starting with interpersonal skills and moving on to technical issues. These reflect national benchmarks, such as the Management Standards. There are several questions for each key area, each marked a) to d). Answer all the questions, and then review your answers for each section. If your results tend towards c) or d) in any key areas, these might be a good starting place for planning your own personal development. Use the Sources of help section at the end of this guide, where the headings cover the main key areas, to identify resources for further help.

A – Personal and communication skills

1. How well do you relate to people from different communities and backgrounds?

a) *Very well* b) *Well* c) *Poorly* d) *Very poorly*

2. How quickly do you address conflict or other difficult situations?

a) *Right away* b) *Sooner or later* c) *Delay*
d) *Ignore*

3. How well are you able to contain the stress generated by your work?

a) *Very well* b) *Well* c) *Poorly* d) *Very poorly*

4. What level of priority do you give your own personal and professional development?

a) *High* b) *Some* c) *Low* d) *None at all*

B – Managing paid staff and teams

5. When did you last give one-to-one supervision to a staff member working to you?

a) *Within the last month* b) *Within last 6 months*
c) *Never* d) *No system exists*

6. When did you last organise an away-day or similar event for your staff?

a) *Within last year* b) *Within last 2 years*
c) *Never* d) *No-one wants one*

7. Are you committed to making your workplace into a learning organisation?

a) *Yes* b) *No* c) *Don't know what this is*

8. Which of the following development opportunities are available to staff in your organisation?

Secondment Training courses Mentoring

Shadowing Coaching Networking

Action learning sets Text-based learning

e-Learning Regular supervision

Performance appraisals

9. Are you confident in your skills and ability to develop your team?

a) *Confident in my skills & apply them*
b) *Have some skills* c) *Not confident*
d) *No knowledge or experience in this area*

C – Working with volunteers

10. How much do you strive to ensure your volunteers represent the whole community which your organisation serves?

a) *A great deal* b) *Getting there* c) *Poorly*
d) *Never researched this*

11. How confident are you in assessing and harnessing volunteers' motivation?

a) *Very confident* b) *Confident* c) *Unsure*
d) *Very unconfident*

12. How far do you recognise the need to promote the personal development of your volunteers?

a) *High recognition* b) *Recognise but never make time to do it* c) *No recognition*

13. How confident would you feel in asking a volunteer to leave for gross misconduct?

a) *Very confident* b) *Confident* c) *Anxious*
d) *Would avoid dealing with it*

D – Working with a management committee

14. Do you ensure that new committee members are given an induction to the organisation?

a) *Yes* b) *Yes if they ask for it* c) *No*

15. When did you last put 'staff / volunteer development' on the committee's agenda?

a) *Within last 6 months* b) *Within last year*
c) *Over 12 months ago* d) *Never*

16. When did you last ask the management committee to consider improving its skills or knowledge?

a) *Within last 6 months* b) *Within last year*
c) *Over 12 months ago* d) *Never*

E – Leadership

17. How open are you when communicating within your organisation?

- a) *Invite consultation* b) *Will negotiate*
c) *Tell people* d) *Try to keep it to myself*

18. Have you learnt about or tried implementing a different style of communication?

- a) *Yes* b) *Yes but no time to try it out* c) *No*

19. How open are you to new ideas?

- a) *Welcome them* b) *Deal with them*
c) *Wary of them* d) *Tend to avoid them*

20. If you are required to be a leader as well as a manager, are you aware of the different skills required for both tasks?

- a) *Yes* b) *No* c) *Always thought they were the same*
d) *Never thought about the difference*

21. What will your organisation look like in five years time?

- a) *Radically different* b) *Similar* c) *No change*
d) *Not thought about it*

22. Would you be able to devise a business plan and development strategy for a 3 - 5 years project?

- a) *Easily* b) *With some help*
c) *Would have to find out how* d) *Would avoid it*

F – Resources management

23. Are you able to use any systems (eg: zero-budgeting) to help you plan your annual budget?

- a) *Yes* b) *Yes with some help*
c) *Yes with lots of help* d) *No*

24. How confident do you feel about regularly monitoring and reporting on financial expenditure?

- a) *Very confident* b) *Confident* c) *Anxious*
d) *I avoid it*

25. How confident would you feel in being able to communicate the financial state of your organisation to your management committee?

- a) *Very confident* b) *Confident* c) *Anxious*
d) *I would avoid it*

26. How confident do you feel about strategic financial planning?

- a) *Very confident* b) *Confident* c) *Anxious*
d) *I would avoid it*

G – Legal requirements

How confident do you feel about your knowledge of the following legal requirements?

27. What is the maximum length of maternity leave a pregnant employee can claim before her job can legally be offered to someone else?

- a) *I know this* b) *Fairly sure* c) *Not confident*
d) *Don't know*

28. How familiar are you with the safety regulations for the installation and use of VDUs?

- a) *I know about them* b) *Fairly sure* c) *Not confident*
d) *Don't know*

29. When recruiting staff or volunteers, when should a conviction legally be disclosed under the Rehabilitation of Offenders Act?

- a) *I know this* b) *Fairly sure* c) *Not confident*
d) *Don't know*

30. What are the legal consequences of a voluntary sector organisation operating outside its constitution?

- a) *I know this* b) *Fairly sure* c) *Not confident*
d) *Don't know*

31. Where can you find the legislation regulating a charity's commercial trading activities?

- a) *I know this* b) *Fairly sure* c) *Not confident*
d) *Don't know*

H – User involvement, communication and fund-raising

32. Would you be able to design a service-user consultation strategy?

- a) *Easily* b) *With some help* c) *Would have to find out how* d) *Would avoid doing it*

33. How recently have you reviewed your organisation's policies and procedures in the light of service-user evaluation?

- a) *Within last year* b) *Within last 2 years*
c) *Within last 5 years* d) *Never*

34. Are you aware how the needs of your service users are changing (and how your organisation is changing to meet those needs)?

- a) *Carried out recent user survey*
b) *We analyse some data* c) *Anecdotal evidence*
d) *Don't know*

35. Do you know which of your organisation's promotional activities are most cost-effective?

- a) *Have clear evidence* b) *Have a fair idea*
c) *Have a hunch* d) *Don't know*

36. Would you be able to draw up a fundraising bid for a new project?

- a) *Yes* b) *Yes with some help*

Boosting your management skills

This section sets out – and helps you choose between – the many ways in which you can boost your own management skills. Management development can incorporate both formal and informal learning activities.

On-the-job development

One of the most important and immediate forms of learning for managers can be through the day-to-day processes of being supervised and appraised. Regular supervision by a line manager serves three key functions: educational (developing behaviour, attitudes and understanding); supportive (offering personal support and development) and managerial (providing technical input to a job, such as ensuring quality, setting goals, etc). High quality supervision should be provided regularly for all paid staff and volunteers. This should be supplemented with regular appraisals, which give managers and managees a chance to assess longer-term progress and training and development needs.

Advantages

- should be readily available
- combines personal and organisational goal setting
- builds relationships within the workplace

Disadvantages

- can be difficult if supervision systems are lacking
- a poor relationship with a manager may make this a hard way to learn
- may be difficult to be open about problems.

Training courses

Training courses offer focused learning amongst your peers, and are the traditional way of gaining new knowledge and skills. Courses often combine a variety of techniques, including ‘lecture style’ transfer of information, skills practice, group discussion and personal reflection.

Advantages:

- courses can be tailor-made
- a wide range of courses is available to suit all ranges of experience
- offer you the chance to meet and learn with colleagues from similar organisations
- provide networking opportunities (see below).

Disadvantages

- it can be hard to find a course that will exactly meet your current needs
- can be expensive in cost and time
- the training goes at the pace of the whole group rather than keeping pace with individual needs.

‘It gave me breathing space and the opportunity to meet with other people from different parts of the sector.’

Mentoring & Non-Managerial Supervision

Mentors are people, usually in senior management positions, who are willing to provide advice and guidance to more junior staff in the same or another organisation. Mentors can be higher up in your organisation; for senior managers, it may be helpful to find a mentor from outside. Line managers play an important mentoring role in their supervision of paid and unpaid staff. Mentors play a variety of roles, such as helping to set career goals, listening to concerns and providing ideas for change, providing feedback outside the line management structure, and acting as a role model and ‘ideas person’.

Advantages

- gives you a broader perspective than your current work allows
- you can test ideas and options without threatening the management relationship
- mentoring can bring higher self-esteem and profile in the organisation.

Disadvantages

- finding a mentor who suits you may be hard
- mentoring might be seen as threatening to the management structure
- problems arise if expectations, role of the mentor or length of the relationship are not agreed in advance.

Similar to mentoring, non-managerial supervision allows the testing of ideas or career development outside the formal structures. Usually it is more formalised and more closely linked to your day-to-day work.

Coaching

This is one of the most rapidly growing ways of boosting individual performance within the workplace, and can be carried out by line managers or by specialist external consultants. You and your coach work on a one-to-one basis to identify your development needs and goals, and how you will work towards them. The way in which you work together can also be negotiated; most coaching is done by telephone, although face-to-face contact can be arranged. Coaching is a very interactive way of working, with coaches able to push their clients as fast as their clients are able and willing to go, and the nature of the relationship ensures that personal support is ‘built in’.

Advantages

- tailored exactly to meet your needs
- flexible, goes at your own pace.
- you choose a coach who most suits your learning style
- doesn't take you out of the office.

Disadvantages

- cost
- finding and checking out a coach with whom you would be happy to work.

'I need someone to work through the issues ... there are things you'd like to get straightened out ... occasionally you need neutrality about it.'

Secondments, Shadowing and Job Swaps

Secondments are a time-limited opportunity (usually not more than a year) to do a different job before returning to your original post. **Shadowing**, or working alongside a colleague, enables you to observe or learn particular identified skills or techniques (such as chairing meetings, or supervising staff). And a one-off **job-swap** is a good opportunity to experience in real terms someone else's working day – particularly useful if you are looking to change or advance your career.

Advantages

- offers a substantial and practical chance of learning new skills
- can be seen as valuable refreshment if you or your work have gone 'stale'
- if arranged carefully, usually results in little cost to your organisation.

Disadvantages

- your organisation needs to find robust cover arrangements during your absence
- unless similar organisations exist nearby, opportunities for secondments or job swaps in small organisations may be limited.

'A very powerful tool for not only sharing of information, styles, values, but actually giving someone a kind of buddy.'

Networking

Informal networking often happens during formal training events, conferences or staff away-days. There is sometimes no better affirmation of your own work than hearing about the struggles and successes of your peers. More formal geographical or issue-specific networks also exist to provide mutual support and contact.

Advantages

- networking can offer real scope for gaining new ideas and making professional friendships
- the spontaneity and synchronicity of networking generates new energy back at your desk.

Disadvantages

- you need to be active to make it happen!
- some formal events may offer few opportunities for networking
- others may be unwilling to commit the time.

Action Learning Sets

Action learning sets provide a forum for 6-8 managers to meet on a regular basis (often for a fixed period) and to use the rest of the group as peer tutors or coaches – or just for mutual support. Often, each manager identifies a particular issue they would like to work on. The group helps them plan and review actions. The set can form in different ways, depending on participants' wishes, and may involve an external facilitator or invited speakers. Set members may draw up a contract for how they want the set to run.

Advantages

- a practical way of learning about particular issues and trying out ideas
- tailored to individual needs
- cheap to run
- can be fitted in around other work
- can get support and learning from outside your own organisation.

Disadvantages

- needs sustaining over time to be effective
- needs equal commitment from all members.

'You can throw things around in a supportive environment where you have nothing to lose, particularly if you have the right group of people.'

Sources of help

The resources listed here are to provide you with a starting point for your own research. Their inclusion should not be taken as an endorsement by VSNT0 of any particular resource or service provider.

General reading on managing voluntary organisations

- *Managing Without Profit*, Mike Hudson, Penguin, 1999
- *Understanding Voluntary Organizations*, Charles Handy, Penguin, 1990
- *Toolkit for Managers*, Tim Pickles & Penny Sharland, Pavilion, 1999
- *Working for Racial Equality*, NCVO, 1996, (to help organisations develop a strategy for equality of service provision)
- *Skills Matter - a skills foresight for the voluntary sector across England, Scotland and Wales*, VSNT0, 2000 (available from [Hamilton House](#))
- *Management Matters - Management development needs in the voluntary sector in Wales*, VSNT0 1999
- *Learning At The Top: a report on the management development needs of chief officers working in the voluntary sector in Scotland*; VSNT0, 2000
- *Just About Managing*, Sandy Adirondack, London Voluntary Service Council, 1998 3rd ed
- *A Practical Guide to Planning Training and Development Strategies*, VSNT0 in England, (available from London Borough Grants Scheme, 020-8831-6922)
- *Putting PEOPLE in the picture (guide to training needs analysis)*; SCVO, 2001
- *Management Development – Strategy and Practice*, Jean Woodall and Diana Winstanley, Blackwell Business, 1998
- Directory of Social Change has a number of useful publications on fundraising, management, communications, etc. (020-7209-5151 for credit card orders or [www.dsc.org.uk](#))
- The Charity Commission, which regulates charities in England and Wales, provides a range of useful publications (helpline 0870-333-0123 or [www.charity-commission.gov.uk](#))
- Information on the supervision of charities in Scotland can be had from The Crown Office (0131-226-2626 or [www.crownoffice.gov.uk](#))
- Information on the recognition of charities and claims in Scotland can be had from Inland Revenue Charities (0131-777-4040).

General help on managing voluntary organisations

Voluntary sector umbrella bodies throughout the UK can provide a range of advice, services and information. Contact:

- England: NCVO (0800-2 798 798 or [www.ncvo.org.uk](#))
- Northern Ireland: NICVA (028-9087-7777 or [www.nicva.org](#))
- Scotland: SCVO, (0131 556 3882 or [www.scvo.org.uk](#))
- Wales: WCVA (029-2043-1700 or [www.wcva.org.uk](#))

Try also:

- Association of Chief Executives of Voluntary Organisations (England & Wales – 020-8424-2334 or [www.acevo.org.uk](#))
- Association of Chief Officers of Scottish Voluntary Organisations (0131-669-1772)
- Voluntary Management Development Unit (Scotland – 0141-332-5660)
- National Association of Councils of Voluntary Service – can provide details of nearest CVS / CVA for local training courses and other services (0114 278-6636 or [www.nacvs.org.uk](#)).
- Volunteer Development Scotland (01786 479593)

Self-development as a manager

- *Managing Yourself*, Mike Pedler and Tom Boydell, Harper Collins 1994
- *A Manager's Guide to Self-Development*, Pedler, Burgoyne and Boydell, McGraw Hill, 2000 3rd ed.
- *Time Management and Personal Development*, John Adair and Melanie Allen, Hawksmere, 1999
- *Strategic Stress Management – an Organizational Approach*, Valerie J Sutherland and Cary L Cooper, Macmillan Business, 2000
- *Constructive Conflict Management: Managing to Make a Difference*, John Crawley, Nicholas Brealey, 1998.

Managing paid staff and teams

- *Effective Team-Building*, John Adair, Pan, 1996
- *Build That Team!*, Steve Smith (ed.), Quest Toolbox series, Kogan Page 1997
- *Team Roles at Work*, Meredith Belbin, Butterworth Heinemann, 1993
- *Facilitating Empowerment*, Christine Hogan, Kogan Page, 2000
- *The Good Employment Guide for the Voluntary Sector*, Joy Dyson, NCVO, 1999
- *Managers as Facilitators*, Richard G Weaver and John D Farrell, Berrett-Koehler, 1999 2nd ed.
- *The Staff Development Handbook*, Peter Sheal, Kogan Page, 1999 2nd ed.
- *Training Needs Analysis*, Robyn Peterson, Kogan Page, 1998
- *People Management*, Rosemary Thompson, Orion Business Toolkit, 1998
- *Human Resource Management – the New Agenda*, Paul Sparrow and Mick Marchington, Financial Times Prentice Hall, 1998.

Working with volunteers

- National Centre for Volunteering. Provides training courses on volunteer recruitment, selection and management (020-7520-8900 or www.volunteering.org.uk)
- National Association of Volunteer Bureaux. Information on volunteering, how to contact your local VB. (0121-633-4555 or www.navb.org.uk)
- Volunteer Development Scotland Tel: 01786 479593
- Essential Volunteer Management, Steve Curley & Rick Lynch, DSC, 1998 2nd ed
- WCVA provides a range of factsheets on volunteering (see details above).

Working with management committees

- The Good Trustee Guide, NCVO, 1999
- The Board Fact File, NCVO 2001
- The Good Governance Plan for Medium and Large Organisations, NCVO 2000
- A Hand in Management, (a resource pack to develop skills and knowledge of committee members in Scotland), SCVO, 1996
- Faith and Hope Don't Run Charities (Trustees Do), Wales VSNT0, 1999 (029 2043 1700).
- CHAIR – Chairperson's Handbook and Information Resource Pack (SCVO, March 2001)
- The Charity Commission provide a range of free leaflets for charity trustees (see details above)

Resources, including fundraising & finance

- Institute of Charity Fundraising Managers – promotes highest standards of fundraising practice. Offers a Certificate in Fundraising Management, and can provide in-house training. Local groups of ICFM members, in England, Wales, Scotland and Northern Ireland (020-7627 3436 or icfm.org.uk).
- Charities Aid Foundation – provides resources on fundraising and charity finance law (01732 520000 or www.caf.org.uk)
- The Good Financial Management Guide, NCVO, 1999
- Meeting Need: Successful Charity Marketing, Ian Bruce, ICSA Publishing 1998 2nd ed.
- Market-Led Strategic Change, Nigel Piercy, Butterworth Heinemann, 2000.

Quality standards and frameworks

- A Map of Quality Standards – A Guide to Understanding Quality Systems in the Voluntary Sector, Quality Standards Task Group, NCVO, 01536 399016
- Approaching Quality A Guide to the choices, Quality Standards Task Group
- Excellence in View – A Guide to the EFQM Excellence model for the voluntary sector, Quality Standards Task Group

- Excellence Model – British Quality Foundation (020-7654-5000 or www.quality-foundation.co.uk)
- Investors in People – Investors in People UK (020-7467-1900 or www.iipuk.co.uk). See also: A Guide to Investors in People for Voluntary Organisations in England and Wales, (VSNT0 01536-399016 or WCVA on 029-2043-1700)
- Management Standards – Management Standards Unit (020-7872-9000 or www.meto.org.uk)
- PQASSO – Charities Evaluation Services (020-7713-5722 or www.pqasso.net)
- SFEDI Standards – SFEDI (0114-209-6269 or www.sfediuk.com).

Short course providers

- Your local CVS, library or university will hold details of training courses and providers near you. Other courses and events are regularly held by NCVO, SCVO, WCVA
- Directory for Social Change run courses in major cities in England and Wales (020-7209-4949 or 0151-708-0117 or www.dsc.org.uk)
- Learn Direct or Learn Direct Scotland share a database holding management development courses for the voluntary sector across Britain. (0800-100900 or 0808-100-9000)
- Individual Learning Accounts (ILAs) – ILAs offer £150 or discounts (including up to 80% for some computer skills) to help pay for work related training. You must have an account before starting a course in order to claim the discount. (www.lifelonglearning.co.uk/ila)
- a source of trainers, consultants and training can be found at www.trainingzone.co.uk
- local enterprise companies (Scotland) Scottish Enterprise Tel: 0141 248 2700 or www.se-learning.org.uk or Highlands and Islands Enterprise Tel: 01463 244414
- Learning and Skills Councils (024-7658-2773 or www.lsc.gov.uk) will provide details of local training opportunities.

Consultancy

When working with external consultants, it is important to find people who you feel suit your own style and needs. This can be hard – many people ask colleagues and friends for recommendations. Registers and networks of consultants may be another starting point:

- Directory of NCVO-Approved Consultants, ed Judith Moran, NCVO, 2000
- Trainers and Consultants Directory, NACVS, 2000
- Database of Trainers and Consultants in Scotland, administered by SCVO . (Also available on workwithus.org voluntary sector portal from April 2001)

Information on coaching, action learning and mentoring

For external help with action learning, see **Consultancy** above.

- International Foundation for Action Learning, www.mentat.co.uk/park/ifal
- *Action Learning*, Krystyna Weinstein, Gower 1999 2nd ed.
- *The ABC of Action Learning*, R. Revans, Lemos and Crane, 1998 2nd ed.

To find an external coach, see **Consultancy** above, or try:

- The Life Coaching Academy (023-9286-4323 or www.britishcoachingacademy.com)
- The Coaching & Mentoring Network (0870-733 3313 or www.coachingnetwork.org.uk).

For reading on informal development techniques:

- *Coaching for Performance*, John Whitmore, Nicholas Brealey, in association with The Industrial Society, 1996
- *The Complete Guide to Coaching at Work*, Perry Zeus and Suzanne Skiffington, McGraw Hill, 2000
- *Effective Coaching*, Myles Downey, Orion Business Toolkit, 1999
- *Coaching for Growth*, Peter Bolt, Oak Tree Press, Dublin, 2000
- *The Learning Organisation*, Bob Garratt, Harper Collins, 1994
- *The Mentoring Manual*, Mike Whittaker and Ann Cartwright, Gower, 2000.

Courses leading to a qualification

A list of universities and colleges offering academic qualifications in voluntary sector management can be found at:

www.volresource.org.uk/Vrdocs/train_pro.htm .

Other NTOs

Details of other relevant NTOs, and what they cover, can be found at:

England/Wales: www.nto-nc.org

Scotland: www.sconto.org.uk

Voluntary Sector NTO - England

National Council for Voluntary Organisations (NCVO)

Regent's Wharf,
8 All Saints Street,
London

N1 9RL

Helpdesk 0800 2798 79

Tel: 020 7713 6161

www.ncvo-vol.org.uk

Voluntary Sector NTO - Scotland

Scottish Council for Voluntary Organisations (SCVO)

18-19 Claremont Crescent,
Edinburgh EH 7 4QD

Tel: 0131 556 3882

www.scvo.org.uk

Voluntary Sector NTO - Wales

Wales Council for Voluntary Action (WCVA)
Baltic House

Mount Stuart Square

Cardiff CF10 5FH

Tel: 029 2043 1700

www.wcva.org.uk